

## School and Public Library Partnerships in Monroe County Library System

### LIBRARY A

- Teen Book Festival collaborations:
  - tie TBF books into their booktalks and book discussions, both student and teacher discussions
- Assignment alerts:
  - The school librarians gather info on the assignments and send them along to us. This is particularly useful when several classes are doing the same topic at the same time. Plus, having the alerts...which include lists of acceptable and unacceptable resources...helps us help the students who may not remember what they can use and how. This also helps because I know what areas are heavily studied so I can buy more books when I see them published.
- School Library Cards/School Delivery service:
  - When teachers need books for a specific project and they want them at the school for students to check out when they visit the school library, the school librarian calls me and I pull books, check them out to the school library cards, and send them over in school delivery. If you don't already have a school delivery system set up...that would be great if you could work on that. I send lots of stuff over in school delivery...program brochures, TBF stuff, and Teen Read Week stuff...in addition to books requested. The School District has a courier service that goes between the schools...and we are just another stop on his route.
- Book Discussions:
  - Each school has a regular club...most are in the mornings (Bagels and Books) and I have it on my goals each year to attend some.
- Booktalks:
  - I go to the middle schools each year right before summer to present booktalks and let the students know what is going on at the library during the summer. I visit all the 6<sup>th</sup> graders...they come to the school library...and the school librarians set them all up. I have also gone to the schools to present booktalks on particular topics.
- Booklists:
  - We have collaborated in the past on developing the summer reading lists. They send me LOTS of extra copies of the lists so I have them here throughout the summer.
- Reading Counts:
  - The Scholastic Quizzes...where students read books and then take 10 question quizzes on them (I think some schools call these Accelerated Reading programs). The schools send me the lists of books included in their quiz packages...and I label them as they do in their school libraries...so readers and parents can browse the shelves easily for included titles.
- Send program brochures to schools to promote activities and reading incentives throughout the year
- Elementary Schools:
  - Send over portions of their book collections for circulation through the Public Library during summer.
  - J Librarians visit schools for storytelling events

## LIBRARY B

- Library tours for classes.
- Visit Middle Schools at least once a year to do summer reading book talks.
- Murder Mystery Nights at the library with the schools providing the kids.
- Library booth in the cafeteria during lunch periods to promote the library, give away free stuff, and I always run a raffle for a fun prize (great program stats!)
- Email the school media specialists whenever I have a special program I feel their students would appreciate an extra invite to.

## LIBRARY C

- Book talks with the librarians as classes come into the library
- Speak to individual classes:
  - especially in summer school sessions
- Media Days at the High School and Middle School:
  - setting up books to people loans, and having CDs available to listen to as well as videos/dvds to watch
- Career days
- Evening sessions at parent/teacher nights
- School librarians' meetings
- Set aside books for specific homework assignments
- Summer reading books
- Hold tours of the Library

## LIBRARY D

- I work with her each month to get enough books for her high school book club through the public libraries. We don't charge the teens for these book club books. She usually checks in with me with a few titles and I check out the situation to let her know the hold queue is looking.
- We collaborated together with one of the 9th grade English teachers. We both went into her class and did a bunch of book talks because they were starting an independent reading unit. So we met to talk about which books we were each doing and the assignment. She's also going to send me the reviews, which I may be posting on the library's teen review site.

- Potentially collaborate with the high school and junior high librarians on getting the school district to provide a bus from schools to the Teen Book Festival.
- I work with the junior high librarian during summer reading promotion for their school reading list. Last year she and I visited all the 8th grade classrooms together and did book talks off their list, plus a few that weren't on there. We made sure they knew the books are available at the public library, etc.

## LIBRARY E

- The High School Librarian promotes my events and faxes over school assignments so we can be prepared with materials for the teens.
- We are also doing a presentation together for the Jr High & High School English teachers in December. I'm talking about hot new YA novels and graphic novels, and school librarian is going over resources in her library and non-fiction that students use. Hopefully the school teachers will see our library as a resource to send the teens to – and the teachers will know who I am so they can help spread the word About my programs to their students.

## LIBRARY F

- The schools help us promote certain events:
  - Amerks reading program, Red Wings reading program, and our Summer Reading Program.
  - Re: the SRP, each school's librarian puts together a list of recommended summer reading for their student population for us to distribute via our SRP display.
- We work closely with them to promote and augment an annual Community Reads program the school superintendent launched several years ago.
- The school librarians also will promote library programs specifically targeted to their age groups, e.g. Wii/Guitar Hero/DDR. Our recent Amerks hockey player and Moose visit was held at the elementary school and their librarian coordinated the logistics and hosted it. She and the primary school librarian did a lot to drum up enthusiasm in the schools for it as well.
- We are invited to meet with the librarians when they hold their regular staff meetings and do so several times each year.
- I often seek input from the librarians about books, series, magazines, etc. that are popular with the students and use that input when making purchases for our children's and teen collections.
- The School librarians are helpful in letting us know project assignments in various grades or subjects so we can be prepared. They provide us with summer project information too.
- It is clear from the mutual respect between the schools and our library that we realize our target population only benefits from us working together. It is well worth your time and effort to cultivate a strong relationship with your local school librarians.



## School-Public Library Cooperation to Improve Services to Students

Every young person warrants the best library service possible and the services of professionally trained staff in both school and public libraries. Each agency provides this service to the fullest extent possible. School and public libraries, although separate entities, are complementary units within the community they serve.

### Going Solo: "As a public librarian, I could....."

- Visit classes on a regular basis.
- Offer **special loan privileges to teachers and home schooling parents** for extended loan periods to meet curriculum needs.
- Offer the school librarians a **"building library card"** to use when assisting students with public library databases on the Internet, requiring a public library card to log on.
- Invite the school library media specialists to **hold their departmental meeting at the public library** at least once a year.
- **Give booktalks to students** on leisure reading or nonfiction that parallels the curriculum.
- Have a **table display at school open houses**, "Meet the Teacher" nights, and other events to promote public library services directly to families and parents.
- **Offer tours or open houses** to classes, faculty, and home schooling families.
- **Offer homework help workshops** for target audiences (e.g., grades 3-5, new middle school students) in the fall to give parents and children assistance in locating library materials for assignments.
- **Promote summer reading club** and its activities to help students remain at grade-level reading over the summer recess.
- Offer **deposit collections or "teachers' totes"** on themes to supplement teachers' classroom libraries.
- Make sure all my **public relations materials** distributed to schools have the complete name of the public library, its address, a map, phone number, hours of service, **AND** the youth specialists' names to promote the public library to users and non-users alike.
- Send **thank you letters to school principals highlighting the accomplishments of their students** who volunteer at the library.
- Arrange to **deliver materials from the schools** returned by mistake to the public library.
- **Offer display space** for student artwork or 3-D projects like dioramas, in the public library.
- Express willingness to **teach in-service trainings for school faculty** on booktalking, children's or young adult literature, or on-line searching techniques.
- **Offer presentations in child development classes** on "Choosing Books for Young Children" to enrich the students' curriculum.

- **Prepare a “school services brochure”** for school media specialists and faculty outlining the public library’s services (e.g., classroom visits, tours, extended loan privileges, etc.). At the beginning of the school year, make **a packet for each faculty member** including a service brochure, bibliographies or booklists for the age level, and program fliers of activities at the public library.
- **Donate discarded current reference books** to the schools.
- **Host** a “school library media specialists” or **faculty breakfast** (e.g., teachers, administrators, school board members, public library trustees, community officials) for informal exchange of ideas and comments over juice and Danish the week before school starts. Display new materials.

<b>Cooperation is a two-way street. “We could.....”</b>
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- **Design a brochure**, “Tips for Teachers,” to outline what both libraries can do to assist teachers as well as what steps teachers can take to help students and parents avoid frustrations with assignments.
- Set up a **community “Library Council”** with representatives of school, academic, special, and public libraries in the community to aid in implementing joint projects.
- Generate **search aids** such as **annotated materials lists or pathfinders** that would highlight resources in both collections to meet assignment needs. Increase awareness of each other’s collections.
- **Provide a link to each other’s libraries on our web sites.**
- Design **joint “assignment alert” and “teacher notification” forms** with both libraries on the masthead.
- Provide the other library with a **staff list of all library personnel** and a **union list of the library’s magazines and journals.**
- Arrange **joint visits or readings by authors**, either in-person or by conference call, or other activities to promote reading, e.g., TV Turn-off Week, Parents as Reading Partners, National Library Week, Teen Read Week.
- **Send memos or other communications to the school principals and the public library’s Director and Board of Trustees** about the cooperative ventures and what is being planned.
- Arrange to **have school classes or service clubs present programs for younger children** at the public library (e.g., a preschool storyhour).
- Give joint presentations at **school “Career Days”** to encourage students to think about our profession and see the wide variety of work in librarianship.
- Arrange **orientation sessions for student teachers** to introduce school and public library services.

- **Share a Writer-in-Residence** to teach, critique writing, and give public readings.
- **Give a presentation on local cable television** to promote reading or encourage books as gifts for the holidays.
- **Fax or call assignments to one another.** (Don't assume the school library media specialist heard about it first!)
- **Cooperatively plan programs**, contests (e.g., "Why I Love My Library," bookmark design contest), community-wide reading festivals, or public relations events to promote both libraries. Announce contest winners over the public address system at the winners' schools.
- Work together to **promote the enjoyment of reading and books.**
- **Exchange newsletters, program fliers, course outlines**, and annotated bibliographies and booklists.
- **Establish a delivery route between the school and public libraries** using existing courier systems.
- **Encourage interlibrary loan of high-demand items** to supplement each library's holdings.
- **Place articles** concerning upcoming events in **each other's newsletters.**
- Develop a policy where students can get up to five **free** photocopies of reference materials.
- **Utilize one bar-coded library card for both the public and school libraries** (if the computer systems are compatible). Each institution will create its own database of borrowers, but use only one barcode.

<b>As a school library media specialist (or teacher or home schooling parent), I could....."</b>
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- **Give advance notice of assignments** so materials could be put on temporary reserve or borrowing could be restricted.
- **Arrange class visits to the library** so the youth specialist can work directly with students on research needs.
- **"Moonlight" as a substitute librarian at the public library, volunteer at public library book sales, join the library's Friends group, or serve as a volunteer trustee** on the public library's Board of Trustees.
- **Assist** the public librarian with **recruitment of student representatives** to the public library's teen advisory council or young adult advisory board or with recruitment of a **student liaison to the public library's Board of Trustees.**
- Invite the public librarian to **attend school library media specialists' staff meetings** to

discuss public library activities and new resources at least once a year. If the district has regular meetings of the school media specialists, **have a public library liaison** or invite the public librarian to participate with an agenda item each time. **Rotate the locations of the meetings** to benefit the participants by visiting the different libraries.

- **Encourage student participation in public library activities** such as reading clubs and discussion groups.
- **Advertise to school faculty** the availability of **deposit collections** or **“teachers’ totes”** at the public library.
- **Post the public library’s hours** and **distribute public library service brochures** for students, encouraging them to utilize the public library for their assignment needs.
- Help the public library meet demand for required summer reading by **loaning books from the school library or English Department to the public library during the summer recess.**
- Offer the public library **display space and/or counter space for promotion of library programs** and volunteer opportunities.
- **Invite public librarians to offer a workshop** on a faculty conference day. School and public librarians could **present a panel discussion on library services at a faculty meeting.**
- **Arrange for public library books to be returned at the school** and sent back to the public library by courier.

**School/Public Library Cooperation requires:**

1. Constant communication.
2. Compromise to meet mutual expectations.
3. Action by both partners.
4. Setting aside politics, self-interest, and righteous indignation.
5. Efficient planning.
6. Greater interaction to lead to better understanding of roles, responsibilities, and restraints.
7. **Only a single phone call** to your colleague to start the process!

Based on “School-Public Library Cooperation to Improve Reference and Other Services to Students” in ***The Basic Young Adult Services Handbook*** (NYLA 1997), p. 235-236.  
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